

A vibrant rainbow arches across the top of the cover against a purple background with a pattern of small white triangles. Below the rainbow, a woman with brown hair, wearing a pink dress, sits on a blue stool. She is holding a teddy bear that is wearing a blue jacket and a red hat. Two children, a girl in a yellow dress and a boy in a green shirt, stand next to her, looking at the bear. The girl is holding the bear's arm. The boy is standing behind her. The woman is smiling at them.

Grade 2

# A Big Book of little stories



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH

Book

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## The stories in this book:



### 1 Bear has a haircut

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### 2 Jack and the Beanstalk

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# How to use this Big Book:

As a teacher, you will need to plan and prepare for doing a shared reading activity with your class. Usually when doing shared reading, the teacher works with the whole class, however, if your class is too large, it will be best to work with a group or part of the class. Care must be taken to ensure that learners are able to sit around and see the Big Book so that they can read the text.

In the Big Book shared reading session the child learns how to handle a book, hold the book the right-way up, turn pages correctly. It develops basic concepts of a book – the cover, front, back and title. It also models how the reading process takes place and is important for developing learners' listening, speaking, reading, thinking, reasoning and writing skills as required by the CAPS:

- Develop listening and speaking skills.
- Develop emergent reading skills.
- Answer questions about the story.
- Participate in discussions, taking turns to speak.
- Draw, act out or role play a story.
- Use pictures to predict what the story is about.
- Use shared reading as the basis for shared writing.

### Getting ready for a Big Book reading session

- Ensure that all the learners can see the book. If your class is large, rather work with a smaller group.
- You will find it useful to make a book stand so that you do not have to hold the book while reading. (See the instructions to make a book stand on the back cover.)
- Use a ruler or a pointer to point to track words as you read.
- If you want to highlight individual words, you can paste sticky notes around the word to single it out or you can make a 'magic window'. Use a rectangular piece of paper with a smaller rectangle cut out in the middle and place rectangle over the text so that only one word is visible.

### The first session of shared reading

The first session focuses on the enjoyment and first 'look' at the text, with the learners giving a personal response to the text.

- Page through the story they will read. Talk about the illustrations.
- Ask learners to predict the story based on the title and the pictures.
- Introduce new or difficult words prior to the learners reading the story.
- Make word cards to introduce new vocabulary.
- Read the story, using expression and varying your voice, speed and tone. Use gestures and facial expressions.
- Track the print as you read by pointing to words with a stick or a ruler so that learners see what you are reading and they associate a sound with the symbols on the page. This will also help them to see the process of reading from left to right and from top to bottom.
- Use this as an opportunity to introduce 'book language' such as: words, sentence, page, author, title, etc.
- Let learners participate in the story by joining in on a recurring phase (e.g. "Run, run, run as fast as you can, you can't catch me – I'm the gingerbread man!").
- The same story should be read two to three times to give learners the opportunity to chorus language chunks, to role-play activities or to retell parts of the story in their own words.

### The second shared reading session

- In the second session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary comprehension, decoding skills and text structures (grammar, punctuation etc).
- It is up to you, the teacher, to draw attention to the learning focus which deals some of the following: the concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (literal, reorganisation, inferential, evaluation and appreciation questions).

### The third shared reading session

- In the third shared reading session, learners should read the text themselves and engage in oral, practical and written activities based on the text.
- Where possible, the shared reading text should inform the shared writing where the teacher models how to write a text and the learners engage in the composition of the text while you take on the role of facilitator and scribe. This modelling of the writing process helps to prepare learners for their own writing tasks.

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Bear has a haircut



Pam has a very special teddy bear.  
She likes to sleep with her teddy.  
It is soft and cuddly.  
Her little brother John also likes  
to play with the teddy bear.







Today when Pam came home from school she found her teddy bear had cuts on its head and tummy. Her baby brother cut the teddy's hair.



Look how nice I made  
Teddy look.



Pam was very angry. Her bear  
was ruined.



Why did you spoil my teddy?  
That is not right!





Then mother put a red hat and a blue jacket on the teddy.

Look, Pam. Teddy looks good again.







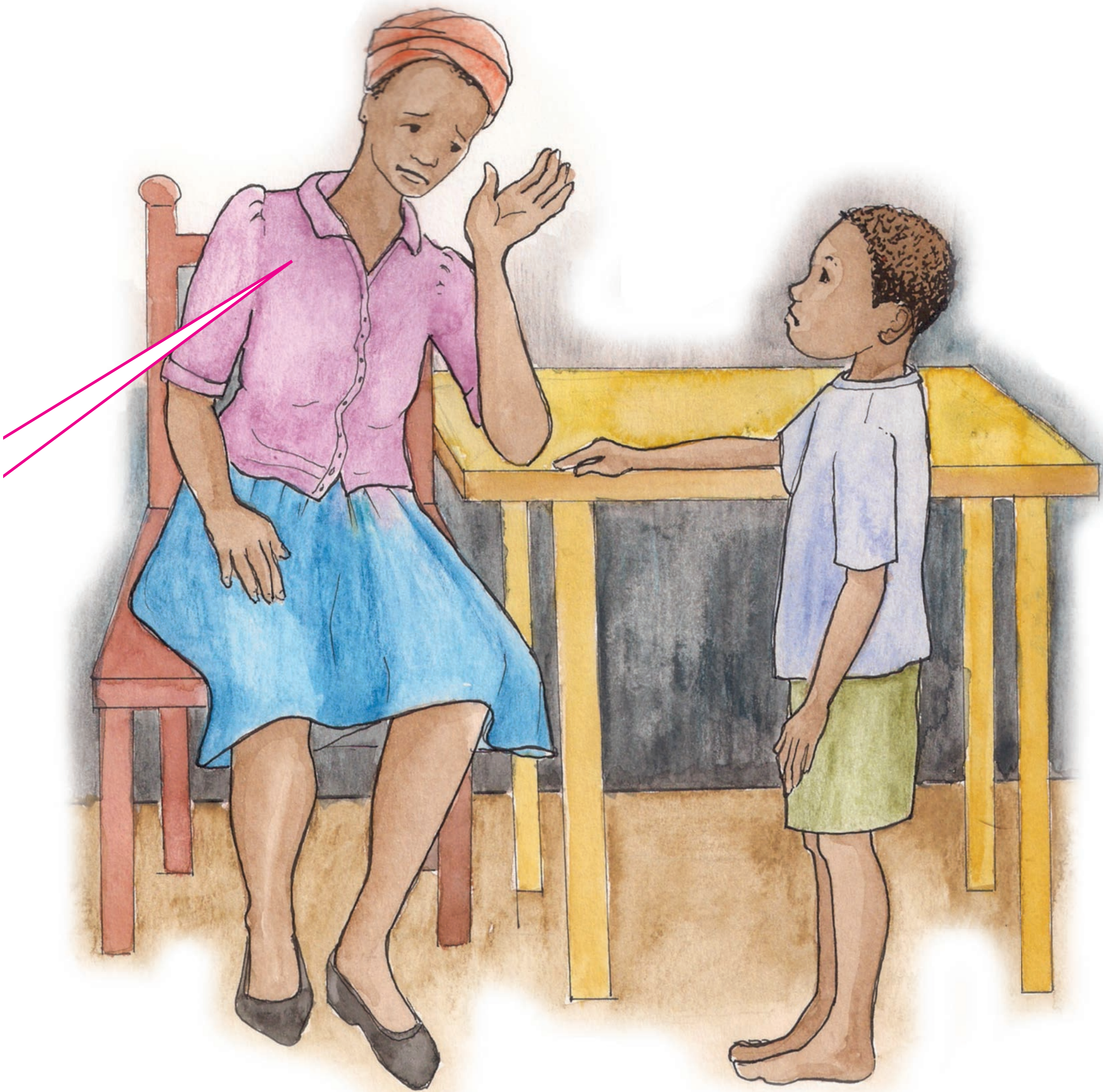
Once upon a time there was a boy named Jack. Jack lived with his mother. He had no father. When his father was still alive, a bad giant stole his harp and his hen that laid golden eggs.

We have no money for food. That nasty giant stole our hen.





Take the cow to the market and sell her so that we can buy food.

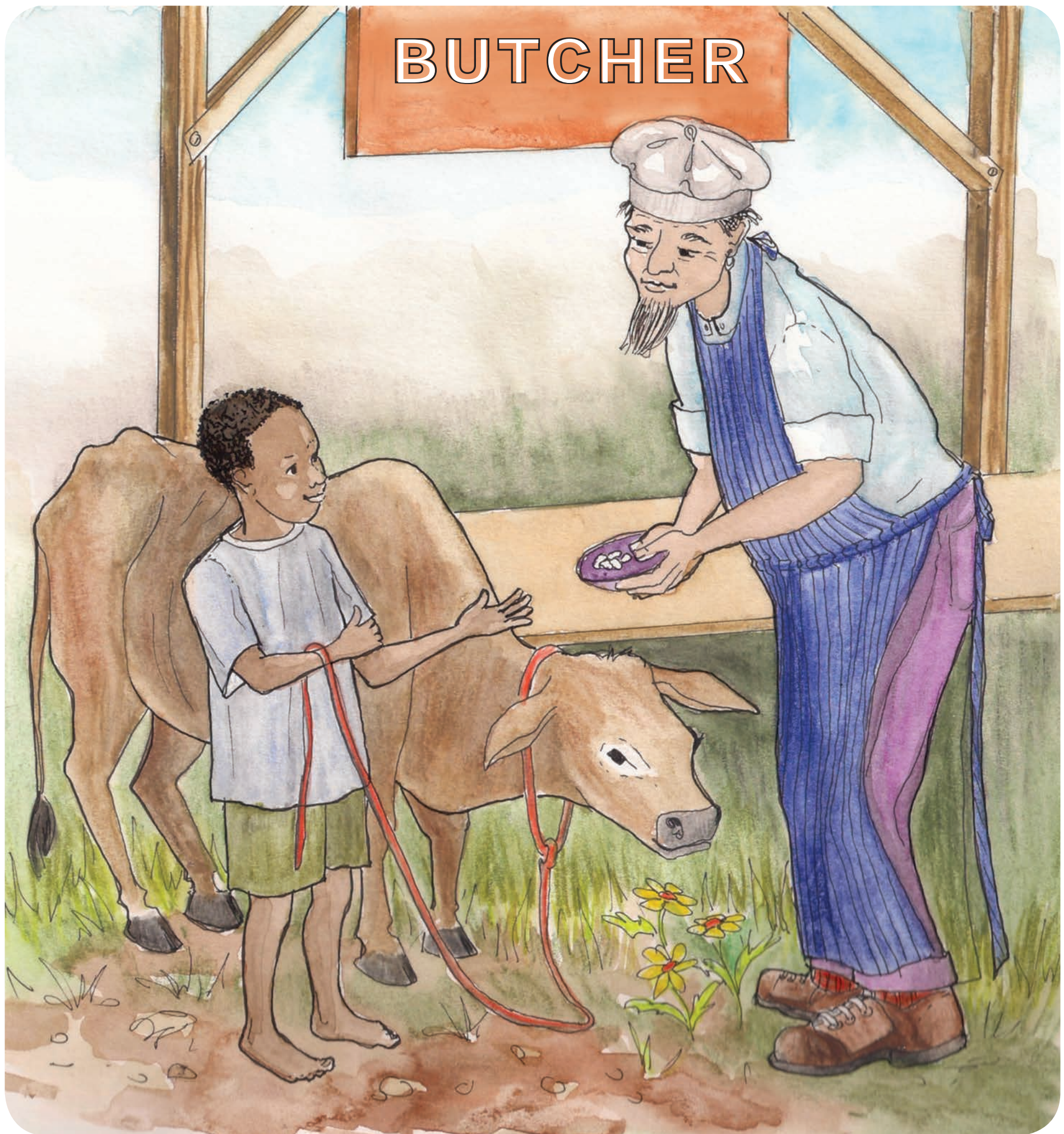






Off Jack went to the market to  
sell the cow.





On the way, Jack met the butcher, who showed him five magic beans. Jack gave him the cow and took the beans.




When Jack  
gave his  
mother the  
beans, she was  
very cross.  
She threw the  
beans out of  
the window.



You gave our cow  
away for five beans?



An illustration of a young boy with dark skin and curly hair, wearing a grey t-shirt, looking up with a curious expression. A hand from above is holding a small white bean. The background is a light blue wall. The entire scene is framed within a larger illustration of a room with wooden walls and a wooden floor.

But these are magic  
beans, mother!

That night  
Jack went to  
bed hungry  
because there  
was no food  
for supper.  
“If only I had  
sold the cow,”  
he thought.



The next morning Jack looked out of the window and saw a very tall beanstalk. Jack climbed up the beanstalk.





When Jack got to the top, he saw that the bad giant lived there. He also saw his father's harp and hen that laid golden eggs. Jack took the golden eggs and climbed down the beanstalk.





The next day Jack went back up the beanstalk to fetch his father's harp and hen that laid golden eggs.

Jack took the harp and hen.

As he was leaving, the giant woke up!

The giant chased Jack.



Fee, fie, fo, fum! I can smell  
the farmer's son.



You took these  
from my dad!



Jack climbed down the beanstalk  
and the nasty giant ran after him.

Give me my  
hen!





Jack called for his mother. She ran out with an axe.

Mother, bring the axe!

Oh! You found your father's hen!





His mother chopped  
the beanstalk as fast  
as she could. Before  
the giant could  
catch Jack, the  
beanstalk fell down.

Chop mother!  
Chop!







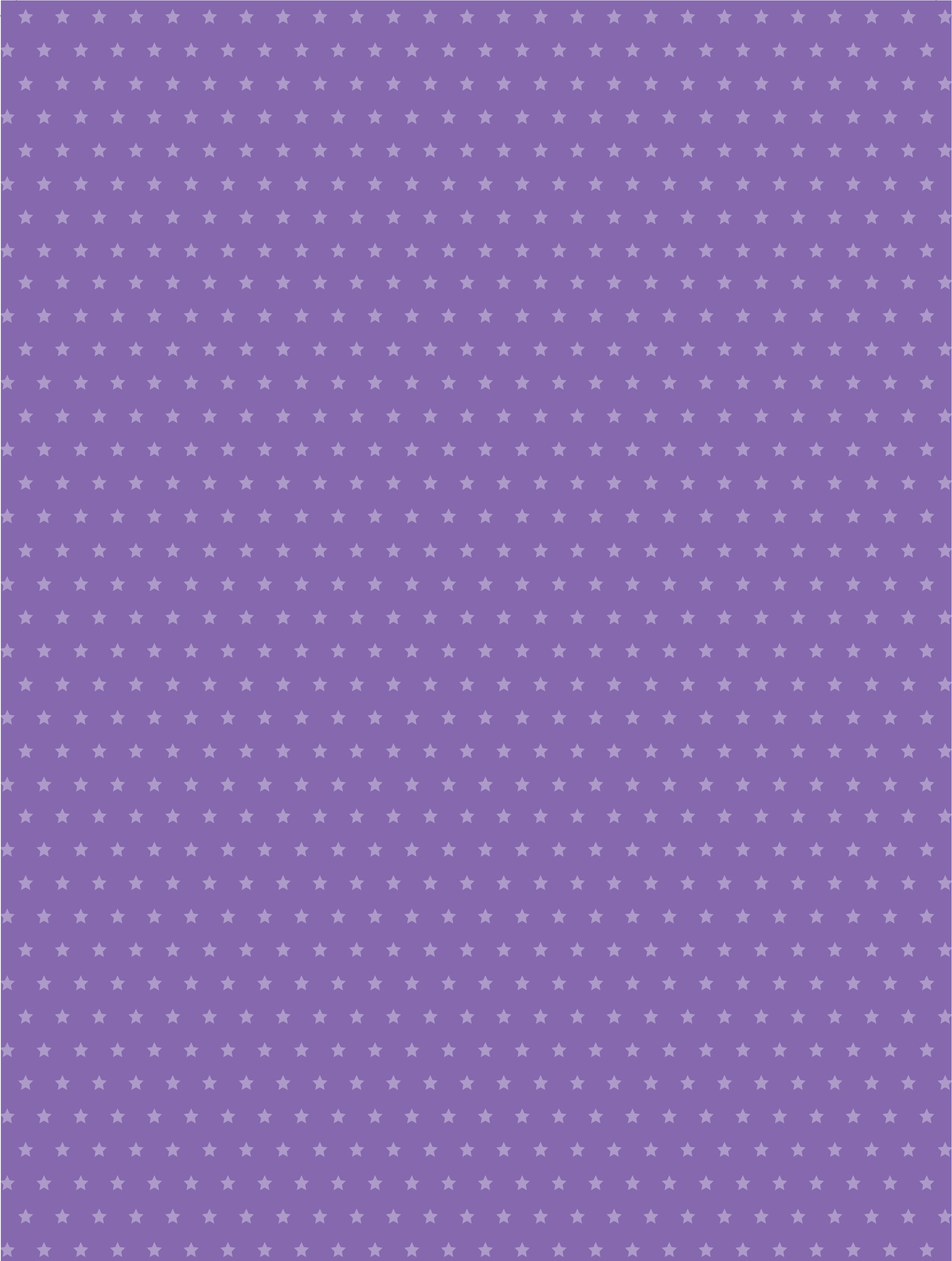


I am so glad you found  
Father's things.



Jack and his mother lived happily  
ever after.







Welcome to the Big Book series. This Big Book forms part of the wider Rainbow Series which includes workbooks, an anthology, graded readers and posters. We hope that you will find the variety of stories included in the eight Big Books for this grade useful for your teaching and that your learners will enjoy their shared reading experience.

The Curriculum and Assessment Policy Statement (CAPS) for the Foundation Phase highlights shared reading as one of the important components of the reading strategy. Shared Reading usually takes place for two to four days a week with each child having the same text to read.

Using a Big Book with enlarged print is an excellent way of doing shared reading because the learners can see the words and pictures, and follow as you read in a way that is similar to traditional family story telling. It is important that they sit around the Big Book, so that they can all see and read the text. The large print of Big Books makes it possible to read aloud to several learners at once in a relaxed and non-threatening atmosphere.

The Big Books in this series will introduce your learners to a range of stories, poems, rhymes and plays as well as information and graphical texts.

It is your task, as teacher, to make the stories come to life and to create an environment of fun and excitement. Big Book reading enables you to model the experience of reading in a way that is enjoyable for both you and your learners. We hope that this book will help you to do just that.

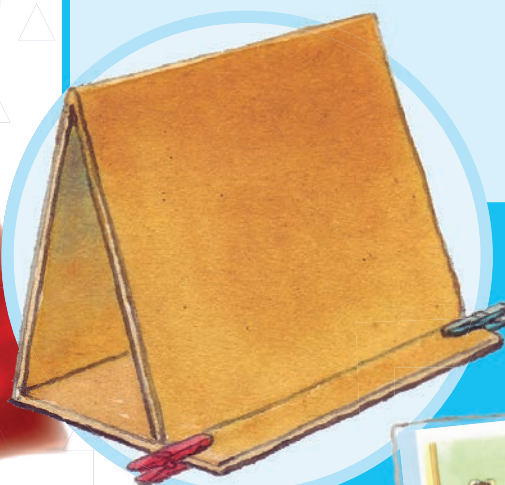
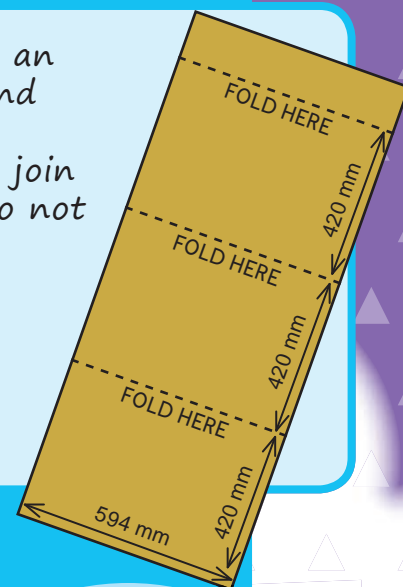


## Make your own Big Book stand

You will need:

1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washingpegs to keep the cardboard in place.

- Fold the cardboard to make an A-shape and clip the base and the front together as shown below. (Use masking tape to join pieces of cardboard if you do not have a long enough piece.)



## Some other ideas for using a Big Book

- Use a sheet of clear plastic as an overlay for your Big Book. It will be useful for you and the learners to write on the plastic.
- Write on the overlay with a water-based washable pen (white board markers).
- Use a clip or peg to attach the transparent overlay to the Big Book.

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**THIS BOOK MAY NOT BE SOLD.**



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The Big Books in this series are available in all languages. They were developed by a team of UNISA Language and Education experts as part of their Community Engagement contribution to South Africa's education sector.

Author: V McKay

